



School Professional Development Plan (PDP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Orange Township Public Schools	Orange Early Childhood Center	Jacquelyn Blanton	September 2016 – June 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By May 2017 preschool teachers will create developmentally appropriate lesson plans with an appropriate assessment plan that are tied to the High/Scope Key Developmental Indicators and the NJ State Preschool Standards	Preschool Teachers, Preschool Paraprofessionals and relevant Early Childhood Support Staff	<p>Rationale: A lesson plan is a teacher’s detailed description of the course of instruction, or learning activities that guides learning. The plan is a road map of what students need to learn and how it will be done effectively during class time. The assessment plan is important because teachers must be able to determine if the learning objectives (which are tied to the KDIs and the State Standards) were met.</p> <p>Evidence: Lesson plans</p>
2	By May 2017 preschool teachers and relevant support staff will write and score quality anecdotal notes that are reliable and valid. They will be able to analyze the data and plan for individual children and small/large groups of children accordingly	Preschool Teachers and relevant Early Childhood Support Staff	<p>Rationale: Authentic assessments such as the COR provide teachers with valuable and practical information to understand and plan for the developmental needs of their students. Teachers must be able to take quality anecdotal notes and score them properly in order to determine the developmental needs of students. The scores must be valid and reliable in the process in order to create more meaningful lesson plans.</p> <p>Evidence: COR data reports, lesson plans, anecdotal notes, and the COR reliability/validity test</p>



3	By May 2017 the average scores for Language and Literacy on the ECERS-3 structured observation instrument will increase by .5 from the previous year	Preschool Teachers/Paras and relevant Early Childhood Support Staff	<p>Rationale: Communication – through gesture, spoken language, and written language – is an essential characteristic of being human. The foundations for communication are established early in life. Preschoolers begin learning the intricate system of reading and writing and are highly motivated to master the diverse set of skills in this area so that they can signal their needs; learn from the words and symbols that surround them; and connect with others to exchange ideas, feelings, and friendship. Conversations become the medium of exchange for learning and establishing relationships (High/Scope – COR).</p> <p>Evidence: ECERS-3 scores</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • PD on writing effective lesson plans that are tied to the KDIs and the State Standards with appropriate assessment plans • Teachers will discuss lesson plans, assessment plans with colleagues during CPT • A Lesson Plan Bank of appropriate lesson plans will be created for teachers refer to when creating their own lesson plans • PD will be provided throughout the school year on differentiating instruction (sample lessons/activities) will be used for teachers to practice 	
2	<ul style="list-style-type: none"> • Teachers will have a refresher course in creating and scoring anecdotal notes • PD will be provided on how to analyze data effectively • COR reliability test will be given at least twice per year (fall and spring) • MTs and principals will randomly review anecdotal notes to ensure quality • Scope and Sequence for some COR categories will be developed and provided as a resource for teachers to assist them with 	



	scoring anecdotal notes	
3	<ul style="list-style-type: none"> • PD will be provided for Language and Literacy Development • Scope and Sequence for Language and Literacy will be created • A review of the Language and Literacy section of ECERS-3 will be provided • Learning Walks with a focus on Language and Literacy 	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Master Teachers, principal, other relevant staff to facilitate PD, High/Scope presenters • Lesson plans • Key Developmental Indicators (KDIs) • NJ State Preschool Standards • Sample lesson plans 	
2	<ul style="list-style-type: none"> • COR Advantage 1.5 • Sample anecdotal notes for scoring • COR reliability tests • COR reports for analyzing • High/Scope scope and sequence cards • High/Scope curriculum set for each school 	
3	<ul style="list-style-type: none"> • Language and Literacy PD • Scope and sequence cards • ECERS-3 Language and Literacy section • Language and Literacy walkthrough form • High/Scope Growing Readers and relevant High/Scope activity books 	



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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2		
3		

Signature: *Jacquelyn Blanton*
Principal Signature

4/21/2016
Date